

UTAH CHARTER SCHOOL DISSEMINATION GRANT PROGRAM REQUEST FOR PROPOSAL

No Child Left Behind Act, Title V, Part B, Public Charter School Program In Cooperation with the U.S. Department of Education

Introduction

This Request for Proposal (RFP) is to address Title V, Part B of the No Child Left Behind Act – Public Charter School Program. The Utah State Office of Education successfully distributed over \$400,000 in FY08 and again in FY 09, and \$375,000 in distributions in FY10. Dissemination grants are available for experienced charter schools wanting to disseminate their best practices to other public schools or assist new charter schools in their planning or initial implementation activities. Dissemination grants cannot exceed two years and are available only to those charter schools that have been in operation for at least three consecutive academic years and have demonstrated success in meeting their charter's goals. This RFP can be found on the USOE Charter School website by clicking on funding followed by clicking on Utah CSP Grant Application and Information or by clicking the link below to go directly to that page: <http://www.schools.utah.gov/charterschools/funding/fundingGrants.htm> . Budget Parts I and II are also found at that site.

Since this is a competitive grant, it is possible that some applications may not be funded. Successful proposals may be partially or fully funded. Only proposals in Level 3 on the rubric will be funded. Note: Grantees cannot receive more than two years of funding through this program.

Questions: Contact Marlies Burns at 801-538-7817 or marlies.burns@schools.utah.gov

Purpose of Grant

The purpose of this RFP is to fund proposals, which will support activities that help to improve public schools or open new public charter schools or share the lessons learned by charter schools with other public schools.

Required Format

A respondent is required to follow the RFP format in order to assure a consistent application of evaluation criteria.

Application Instructions

- All pages must be standard letter size, 8-1/2"x11" using 12 point font single-spaced.
- Staple the pages of the original and DO NOT use paperclips, folders, or binders. Also send in 2 CD's of complete applications in Microsoft Word format. A complete application includes scanned images of signature pages.
- Do NOT send any material that must be returned.
- Use a document footer with the name of the charter school and page numbers
- The signed signature page must be included in the hard copy and electronic copies with all of the appropriate signatures.

Sequence of grant application:

1. Cover Page (on form provided)
2. Signature Page (on form provided)
3. Body of Application – Limited to twenty pages
4. Budget (on forms provided – Part I Budget Information and Part II Detail of Budget Information)
5. Attachments

Application Requirements

The **original hard copy plus 2 CD's** with complete electronic copies of the application in Microsoft Word format **must be received** at USOE by June 30th, 2010 at 4:00 pm. A complete application includes scanned images of signature pages.

Mail or hand deliver proposals to: Utah State Office of Education, 250 East 500 South, PO Box 144200, Salt Lake City, UT 84114-4200. **Proposals received after this time will NOT be considered, regardless of the date of the postmark. Faxes will NOT be accepted. Incomplete proposals will NOT be considered.**

Review Process

Review will be based upon the specific criteria listed in this RFP.

Fundable Activities

A grantee may use these funds to assist other schools in enhancing their school's program (or certain aspects of the school's program), or to disseminate exemplary practices and information about the charter school, through such activities as:

- A) Assisting other individuals, groups, or organizations with the planning and startup of one or more charter schools that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school. USOE Assurances must be addressed.
- B) Developing partnerships with other public schools, including charter schools, designed to improve student academic performance based on scientifically-based research in each of the schools participating in the partnership.
- C) Developing curriculum materials, assessments in academic content areas not tested with U-PASS, and other materials that promote increased student academic achievement and are based on successful practices within the assisting charter school.
- D) Conducting evaluations and developing materials that document the successful practices of the assisting charter school, e.g. budgets, governance, facility acquisition or management.

Applicants must target one or more of the fundable activities listed above in the grant proposal.

Note: If your grant is funded for a two-year period, year two is contingent upon USOE receiving a satisfactory progress report (due June 1, 2011) and an updated budget for funds for additional activities for a second year. Regardless of the length of the award, mid-year progress reports are due February 15, 2011 in the Charter School Section at USOE.

A charter school may not use dissemination grant funds, either directly or through a contractor, for marketing or recruitment activities designed to promote itself or the programs offered by it or by a contractor to parents or the community. Grant funds may be used to develop materials documenting successful practices of the charter school for the educational purpose of assisting other schools in improving student academic achievement. Any charter school receiving a dissemination grant must provide thorough and high-quality information that meets the needs of other schools trying to learn from the charter school's experience.

FY11 funds will be available through September 30, 2011. Reimbursement requests for September 30, 2011 must be submitted by August 25, 2011.

Post Award Requirements

Every eligible applicant awarded grant funds under this program must agree to meet all requirements of federal law governing the Public Charter Schools Grant Program (CFDA:84.282) and any applicable state requirements. Once the charter school has received notification that they have been granted funds, they have 90 days in which to submit a revised, final budget and any other necessary forms or they will forfeit their grant.

Awarded applications may be posted on the USOE Charter School's website.

Grant recipients should present a workshop at the annual Utah Charter Schools conference in the summer. Costs associated with conducting the workshop at the conference may be paid using grant funds, and such costs should be built into the budget and budget narrative portion of the application.

Projects funded through this Dissemination Grant for two years must undergo a program evaluation prior to requesting future funding for that activity. If funding has been awarded for a two-year period, the program evaluation must be done as a conclusion to the two-year grant award. Expenses relating to the program evaluation may be paid with grant funds if it is budgeted in the grant application.

Any post-award changes to the budget need to be approved by Marlies Burns, the Public Charter Schools Grant program manager and Julie Nelson, the Grants Fiscal Management officer.

The grantee shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for three full years from the date of final payment. USOE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and records relating to the expenditures of grant proceeds during the period of the grant and for three years following final payment.

Required Elements

Applications from charter schools shall include the following in accordance with the No Child Left Behind Act, Title V, Part B and USOE priorities:

1. Abstract of Project Goals/Progress Report

25 Points

Describe the complete project including the total amount of funds being requested. List at least five project goals with objectives and quantifiable indicators. Project goals should be specific, measurable, attainable, research-based, and time-phased. If the project is in any way academically related, at least one project goal should use U-PASS results or Adequate Yearly Progress. Describe how the project will meet the needs of the school being assisted and/or developing school. Explain the collaboration, partnership or mentoring program that will be used. Specify project period (not to exceed two years) and include a detailed timeline. Specifically detail how dissemination meets the goals of the project and addresses an identified need. Address how best practices will be distributed; compilation techniques and planned distribution. Describe who will benefit once the materials are developed and how materials will be distributed.

Level 1	Level 2	Level 3
0-8 points	9-17 points	18-25 points
<ul style="list-style-type: none"> Project goals are not measurable or fail to meet project needs; little, if any, evidence that the project will be successful. Fails to provide information on collaboration, partnership or mentoring programs. Provides vague information on how the proposed program will have a positive impact on student academic achievement. Timeline sketchy and incomplete. Distribution plan is very weak or doesn't match project goals. 	<ul style="list-style-type: none"> Project goals weak or vague & leave question as to their relationship to the proposed project; likelihood of the project's success is in doubt. Provides information on collaboration, partnership or mentoring programs. Adequate information on how the proposed program will have a positive impact on student academic achievement. Timeline included with some information provided. Distribution plan leaves question as to whether it will accomplish project goals. 	<ul style="list-style-type: none"> Project goals are high measurable and match the proposed project providing strong evidence that the project will be a success. Describes collaboration, partnership or mentoring programs in detail. Compelling description of how the proposed program will have a positive impact on student academic achievement. Includes a well thought out & detailed timeline. Planned dissemination impacts a wide audience & matches project goals.
Total for this section _____/25		

2. Needs Assessment

15 points

Provide a description of the needs assessment that was done in order to design the project. Describe how many schools were contacted, how many responded and what were the greatest needs that were identified. Correlate the needs assessment with the project design. Explain how the chosen delivery model (e.g. printed materials, workshops, audio visual materials, one-on-one training) best meets the identified needs. Describe how the needs assessment relates to project goals. Provide evidence that the project will produce the anticipated results.

Level 1	Level 2	Level 3
0-4 points	5-10 points	11-15 points
<ul style="list-style-type: none">No needs assessment included.A small number of schools/individuals will be impacted by the project.Little or no evidence that the project will address the identified need in charter schools.Delivery mode clearly does not match the identified need.Needs assessment is lacking & does not link to project goals.	<ul style="list-style-type: none">Needs assessment provided but summative results don't match the project's design.A significant number of schools/individuals will be impacted by the project.Some evidence that the project will address the identified need in charter schools.Delivery mode may or may not match the identified need.Some, but not all, project goals link to the needs assessment.	<ul style="list-style-type: none">Needs assessment clearly was vital to the project design.Number of schools/individuals impacted is broad & substantial.Convincing evidence that the project will address the identified need in charter schools.Delivery mode matches the identified need.Needs assessment clearly links to project goals.
Total for this section _____/15		

3. Budget Narrative

10 Points

Describe the planned use of funds for all entities involved. The narrative should break down the budget for each school involved, including any consultants. The budget should reflect the entire project period, up to two years. Separate Budget pages should be included for each year of multi-year grants. Note if any other sources will be contributing to this project.

Level 1	Level 2	Level 3
0-3 points	4-6 points	7-10 points
<ul style="list-style-type: none">Includes description with limited detail or clarity of how dollars will be allocated.Fails to provide budget information for project period.	<ul style="list-style-type: none">Describes how dollars will be allocated.Provides budget information for project period.	<ul style="list-style-type: none">Includes an appropriate, cost effective budget with narrative and line item descriptions.Provides detailed & informative budget for project period.
Total for this section _____/10		

4. Project Staff

25 Points

Describe who will be responsible for each of the projects, their qualifications and how their expertise matches project goals and the needs identified in the needs assessment. Include all people working on the project (e.g. bookkeeper, subproject staff, etc.) Attach a resume for each lead person.

If a mentoring relationship is being proposed, include letters of commitment from both school's governing boards and/or administrators.

Level 1	Level 2	Level 3
0-10 points	11-19 points	20-25 points
<ul style="list-style-type: none">• Little or no needs assessment information submitted.• Goals & objectives, if submitted, are weak and not measurable.• Qualifications of project coordinator demonstrate little, if any, connection to success of the project.• Proposed projects do not correlate to the 4 "fundable activities."• Highly questionable whether projects represent a best practice.• Lack of evidence that the project will increase student academic achievement.• Dissemination will impact a small number of schools	<ul style="list-style-type: none">• Some needs assessment information included.• Goals & objectives are ambiguous; they include some measures but are not clearly tied to the project.• Project coordinator's qualifications show some link to probable success of the project.• Projects correlate to the 4 "fundable activities" categories.• Projects are vague, but may be a best practice.• Some evidence that the project will increase student academic achievement or improvement on the Accountability Report.• Dissemination plan will impact a moderate number of schools.	<ul style="list-style-type: none">• Thorough needs assessment conducted for proposed project.• Goals & objectives are reasonable and measurable.• Qualifications of project coordinator clearly linked to the likelihood for success of the project.• Proposed projects show a strong correlation to the 4 "fundable activities" categories.• Projects are clearly a best practice.• Compelling evidence that the project will increase student academic achievement to improvement on the Accountability Report.• Dissemination plan will impact a large number of students and schools.
Total for this section _____/25		

5. Fiscal Management

10 Points

Describe how project funds will be dispersed: who will act as the fiscal agent, what accounting procedures are in place and what is the capacity of the fiscal agent to properly manage awarded grant funds. Provide a description of the background of the individual overseeing the financial aspect of the grant and that person's capacity to manage funds. Report the planned scope of services provided by the fiscal agent (if not the charter school) and the charter school and the responsibilities of each.

Level 1	Level 2	Level 3
1-3 points	4-6 points	7-10 points
<ul style="list-style-type: none">• Little or no capacity for the fiscal agent to properly manage grant funds.	<ul style="list-style-type: none">• Fiscal agent's capacity to manage grant funds is undeterminable; gaps in necessary information.	<ul style="list-style-type: none">• Convincing evidence that the fiscal agent will excel at properly managing grant funds.
Total for this section _____/10		

6. Accountability**20 Points**

Describe how the school being assisted has consented to being held to at least the same level of accountability for implementation of best practices as disseminated by the project activities as the assisting charter school. Describe if parents are involved in the accountability program.

Level 1	Level 2	Level 3
1-5 points	6-11 points	12-20 points
<ul style="list-style-type: none"> No methods for accountability have been described. 	<ul style="list-style-type: none"> Describes accountability at each of the schools involved. Parental involvement exists at the schools. 	<ul style="list-style-type: none"> Describes a high level of accountability with a variety of measures. Parents highly involved in accountability.
Total for this section _____/20		

7. Qualification Indicators**10 Points**

Mandatory:

- Completed signature page.
- Note the year the grantee charter school began.
- Attach a copy of the lottery policy parents received upon inquiring about the charter school that is requesting this grant.

Document that the charter school has been in operation for at least three consecutive academic years and has demonstrated overall success, including (a) substantial progress in improving student achievement, (b) high levels of parent satisfaction and (c) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school. Note if this grant application is for a one-year period or two-year period.

Required elements checklist:

Completed signature page _____

Documentation of the year the charter school began _____

Lottery policy attached & in compliance _____

Number of years of funding being requested: 1 ____ 2 ____

Level 1	Level 2	Level 3
1-3 points	4-6 points	7-10 points
<ul style="list-style-type: none"> Lacks evidence that progress has been made in improving student academic achievement and improvement on the State Accountability Report. Very little supporting documentation to demonstrate parent involvement & satisfaction. Described management or leadership qualifications are weak. 	<ul style="list-style-type: none"> Evidence presented that progress has been made in improving student academic achievement and improvement on the State Accountability Report. Documents provided to demonstrate some parent involvement & satisfaction. Description of management & leadership, includes some qualifications. 	<ul style="list-style-type: none"> Persuasive & compelling evidence that substantial progress has been made in improving student academic achievement & improvement of the State Accountability Report. Details convincing evidence that parents are involved & highly satisfied with the school. Highly credible evidence that management & leadership has necessary qualifications.
Total for this section _____/10		

Eligible Applicants

Up to two years of funding is available to charter schools in at least their fourth year of operation, even if the school has already received three years of Start Up and Implementation funding from the Public Charter School Program. Once a school has received two years of dissemination Grant funding it is no longer eligible to apply for additional dissemination grants.

Proposed budgets should reflect either one or two years, depending on the number of years for which the charter school is applying. Funding for future fiscal years is contingent upon federal appropriations and satisfactory progress reports.

Participating schools (assisting schools and developing schools) **MUST** use a lottery for admitting students when more students apply for admission than can be accommodated. The lottery process must: 1) Include an open enrollment period which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission; and 2) Include a deadline for accepting applications which will be a part of the lottery for current vacancies. Children already enrolled in a charter school are exempt from the lottery procedures. However, any vacancies that become available during this and subsequent school years must be filled using a lottery if more students have applied for admission than can be accommodated. Exemptions to the lottery process may include: 1) Giving admission preference to the siblings of students already enrolled in a charter school; 2) Giving admission to preference to the students of founding families, not to exceed a small percentage of the total student population; 3) giving admission preference the children of classroom teachers at the school; and 4) giving admission preference to students already attending a public school which is converted to a charter school. The process cannot discriminate against anyone regarding gender, race, national origin, color, disability, or age. *Note: A school, pursuant to Federal Regulations, cannot be funded without compliance to these guidelines!*

ASSURANCES SIGNATURE PAGE

(REQUIRED)

Charter school/district partnership(s) that accept funding through the Utah Charter School Grant Program agree to the following assurances:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.

M. The charter school assures that it will not conduct a program of instruction until such time as:

- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
- (2) Adequate equipment, and materials are available; and
- (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.

Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.

R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.

W. A copy of the charter will be supplied to interested individuals or groups on request.

X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

Y. A secondary charter school will be accredited or in the process of seeking accreditation.

Z. The charter school will acquire and maintain nonprofit corporate status.

AA. The charter school will follow all state procurement rules.

BB. The charter school will maintain accurate student transcripts.

CC. An assurance that the grantee shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for three full years from the date of final payment. USOE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and records relating to the expenditures of grant proceeds during the period of the grant and for three years following final payment.

DD. An assurance that the charter school will submit a revised budget narrative and budget to USOE within 90 days of notification of a grant award.

EE. An assurance that changes to the approved budget will meet the approval of Marlies Burns and Julie Nelson.

FF. An assurance that the charter school will subscribe to and maintain e-mail service to share and receive information with other charter schools and the Utah Department of Education.

GG. An assurance that awarded grant funds will be spend or encumbered by September 30, 2011 unless an extension is requested by September 1, 2011. Reimbursement requests for September 30, 2011 must be submitted by August 25, 2011.

It is the responsibility of each local charter school and school district under this grant to comply with all required federal assurances. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain state and federal guidelines and requirements. All grantees are required to provide requested data to USOE for purposes of the charter school evaluation.

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually

as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE UTAH STATE OFFICE OF EDUCATION. The Utah Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by the Utah Department of Education that the application is not fulfilling the funded program as specified in the approved project application.

The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

Grant recipients will be required to keep and maintain all equipment purchased with grant funds in accordance with the requirements of federal law and regulation. Should the charter school close, for any reason, the school district agrees to contact the Utah State Office of Education regarding assets purchased by this grant.

Charter School Representative Signature

Date

School District Representative Signature (if applicable)

Date

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Charter School Dissemination Grant Program

Name of Charter School

Deadline:
June 30, 2010

Submit to:
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Part 1 – Signature Page

Charter School Information:

Charter School: _____

Mailing Address: _____

Contact Name: _____ Phone: _____

Email (required) _____

School District Information: (As Applicable)

Name of School District: _____

District Authorized Representative: _____ Phone: _____

Fax: _____ Email: _____

District Superintendent: _____

Charter School Board President

Charter School Principal

Signatures (As Applicable)

District's Authorized Representative

District Superintendent

Charter School Board President

Charter School Principal

Amount Requested:

Year One \$ _____

Year Two \$ _____

Note: The No Child Left Behind Act, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)] states, "A local educational agency may not deduct funds for administrative fees or expenses from a sub-grant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local education agency. Absent such approval, the local educational agency shall distribute all sub-grant funds to the eligible applicant without delay."

PROPOSED BUDGET INSTRUCTIONS

Summary

The proposed budget and the budget narrative should support the activities that are proposed in the application. There should be a clear relationship between the proposal activities and where the funds are going to be spent.

Since the final sub-grant amounts are not known at this time, provide a fairly general budget that will conform to the object code categories that school districts use in their accounting system. When the applications have been reviewed final grant amounts will be determined and a more detailed budget for the first year may be required. The final budget will comply with the application review comments and the proposed budget.

Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by USOE.

Please use Part I Budget Information and Part II Budget Information Detail for each of the project years.